DOCUMENT RESUME

ED 447 561 EA 030 689

AUTHOR	Smith, Steven H.
TITLE	Schoolwide Test Preparation: One Elementary School's Instructional Approach That Dramatically Raised Standardized Test Scores. ERS Monograph.
INSTITUTION	Educational Research Service, Arlington, VA.
PUB DATE	2000-00-00
NOTE	113p.
AVAILABLE FROM	Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201-2908 (Stock Number 0339, $86 for nonsubscribers, plus postage and handling). Tel: 800-791-9308 (Toll Free); Fax: 800-791-9309 (Toll Free); Web site: http://www.ers.org; e-mail: ers@ers.org.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Curriculum Development; Elementary Education; Instructional Effectiveness; Instructional Materials; Program Descriptions; *Standardized Tests; *Test Coaching; *Test Wiseness; Testing; *Testing Programs
IDENTIFIERS	Twin Falls School District 411 ID

ABSTRACT

This book describes how educators at Harrison Elementary School in Twin Falls, Idaho, used the Standardized Timed Curriculum (STC) to raise students' standardized test scores. The monograph, which is divided into eight chapters, opens with an overview of testing in schools, the growth of the test-preparation business, and the need for school action. Chapter 2 examines the experiences at Harrison Elementary, emphasizing that preparing students for such tests does work. The next chapter lists some schoolwide strategies to improve test scores, such as developing positive attitudes toward standardized tests. Chapters 4 and 5 then discuss the basics of the STC, offering advice on using computation practice tests and strategies students can use to take timed tests. Chapter 6 focuses on the teaching of test-taking skills for mathematics and includes suggestions for helping students in organizing their desks, in completing as many problems as possible, and in enlisting parents to help with homework. The next chapter looks at test-taking skills for reading and language and offers specific suggestions regarding the subtests in each of these sections. The last chapter describes program dynamics, materials, and costs. Five appendices feature a calendar and checklist for implementing the STC approach, exercise worksheets, and other information. (RJM)

Reproductions supplied by EDRS are the best that can be made
from the original document.